Philip Williams
Deputy Associate Superintendent,
School Finance

Dolores Gerritse
Director, STaR Team

Robert Dohm
Lead Training and Support Analyst

Harold Frederick
Senior Training and Support Analyst

Norm Purdy
Senior Training and Support Analyst

Nicole Armstrong
Training and Support Analyst

Wynette Birecki
Training and Support Analyst

Jacob Pawson
Training and Support Analyst

1535 W. Jefferson Street, Bin #13
Phoenix, Arizona 85007

www.ade.az.gov/schoolfinance/star

Phone: (602) 542-5695
Fax: 602) 542-3099

Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Submitting Information to SAIS for Students Who Participate in Special Education and English Language Learner Programs

9:00 AM – 12:30 PM

Welcome

- Introductions
- Workshop logistics
- Scope of workshop

Contacting the STaR Team

- On-demand assistance
- SAIS Information and Updates by E-mail

Overview of SAIS data requirements

- Student Need Transaction
- SPED and ELL Program Participation Transactions
- Initial IEP Transaction
- Early Childhood Preschool Assessment Transaction
⇒ ***Break for those who work exclusively with SPED data***
- ELL Student Assessment Transaction

Break for everyone

Checking Submission Results

- SAIS Import Processing
- ADE Generated Student Detail Reports
- SAIS Integrity Processing

ADE Timelines Related to State Aid for SPED and ELL

- Participation dates for inclusion in funding
- ADE data processing timeline
- Suggested routine for validating SAIS data to ensure proper funding

Using SAIS Online to report information for students who are tuitioned-out to private schools or who participate in Head Start

- Requesting access and selecting user roles
- Avoiding common mistakes
- Additional training and assistance

System Training and Response (STaR) Team

Details Relating to Submitting Information to SAIS for Special Education Students

What is SAIS?

The Student Accountability Information System (SAIS) is made up of several ADE computer systems including the Student Detail Database, School Finance Student Counts System and other systems used for various purposes (i.e., Adequate Yearly Progress, AZ Learns, Special Education Annual Data Collection).

How is the data submitted to ADE?

Information is stored and managed locally through student management systems (SMS) that comply with SAIS data requirements. Required data is submitted to the SAIS Student Detail Database via the Internet using the Student Detail Data Interchange (SDDI) on ADE's Common Logon (secure web site).

When is the data submitted to ADE?

By law, data must be submitted to SAIS at least once every 20 school days; however, it is always in the best interests of a local educational agency (LEA) to submit student information so that it is complete and accurate when ADE processes it for purposes related to generating funding and to satisfy other state and federal reporting requirements.

What SPED data is collected in SAIS for all Special Education Students?

- **Need Code** – Indicates a student's disability.
- **Need Entry Date** – Any date within the fiscal year for which the Need exists. Simply indicates that the student has a Need at some point during the reporting year. If services are provided to address the Need (as occurs in the overwhelming majority of cases), the Need Entry Date must be the same as or precede the Service Entry Date.
- **Service Code** – Indicates how the student's disability is being serviced (i.e., outside of the regular classroom less than 21% of the day, regular class with supplemental aids/services, etc.)
- **Service Entry Date** – The date a student's SPED service begins each year or the date when a student returns to participate in the program during the same year following a previous exit.
- **Service Exit Date** – Date of exit from a SPED service. Submitted if a student exits from SPED service for any reason during the school year or for certain reasons at the end of a school year (i.e., graduated, transferred to regular education, transition to kindergarten).
- **SPED Exit Reason** – Code indicating the reason a student has exited from SPED service. (Required when an exit date is submitted.)
- **SPED Grade** – The student's grade level in school.
- **Funded SPED Service DOR** – The CTD (County, Type, District) number of the entity that receives the funding for services provided.
- **SPED Special Enrollment Code** – Certificate of Educational Convenience (CEC-A and CEC-B) and Open Enrollment – Special dispensation granted to allow a student to attend a school outside of the actual district where he/she physically resides. (Does not apply to charter schools.)
- **Federal Primary Need Indicator** – Indicates the particular disability that has the greatest adverse impact on the student's ability to access and progress through the general curriculum. One and only one Need must be indicated as the Federal Primary Need for every special education student.

What SPED data is collected in SAIS for Preschool Students with disabilities?
Note: These items apply only to preschool students and do not apply to charter schools.

- **Date of Initial IEP** – The date of the first IEP (Individualized Education Program) meeting.
- **Proposed Service Initiation Date** – Date proposed for the student to begin receiving services.
- **AzEIP Indicator** – Indicates whether or not a preschool student is enrolled in an Arizona Early Intervention Program.
- **Preschool Assessment Type** – The name of the assessment given to monitor progress and measure outcome indicators for preschool children.
- **Responsible Entity** – The CTDS (County, Type, District, School/Site) number of the entity (school) that is responsible for administering the assessment.
- **Assessment Date** – The date the assessment was administered.
- **Test Score** – The raw assessment score or scores attributed to the student who took the assessment. (Multiple fields are available in SAIS to report test scores. The number of such fields to be used is dependent on the number of test scores resulting from a particular type of assessment.)

Codes used in SAIS
Available for download at http://www.ade.az.gov/sais/saisdbdocs.asp "Data Transaction Code Value"

How is data verified?
Verifying that the data that resides in SAIS is complete and accurate is accomplished by checking ADE generated reports that are available in the Download Area of the Student Detail Data Interchange. The SDSPED71 Report (accessed from the school level), SDSPED72-1, SDSPED72-2 and SDIEP71 (accessed from the district/charter holder level) contain real time (current) raw data that has been submitted to and successfully processed in SAIS. Use the SDSPED71 or SDSPED72-1 and SDSPED72-2 to verify that information for each student who participates in Special Education is complete and accurate. Use the SDIEP71 to verify that the initial IEP date, the proposed service initiation date and the AzEIP indicator exist in SAIS as intended for preschool students.

The Student Integrity Status Report (currently available at the school level, but expected to be available at the district/charter holder level later this year) displays error messages for students whose records have failed in ADE SAIS integrity processing. Students whose records fail in integrity processing are usually ineligible for funding. Therefore, it is in an LEA's best interests to appropriately address all integrity errors.

What is the relationship between SAIS data and State funding?
State Aid is based on three factors: 1) SPED Service Code; (For some disabilities, the add-on weight is different for students who are served in a self contained classroom vs. a resource setting.); 2) Add-on Weight; 3) Service participation dates.

Example – The SPED add-on weight for a student with Multiple Disabilities whose needs are serviced in a resource setting is 6.024. Assuming that the student participates in special education on each of the 20 service participation dates (the 8th, 14th, 21st, and 28th of September, October, November, December and January) SPED add-on would be calculated by multiplying the SPED add-on weight (6.024) by the base level amount ($3133.53*).

Base level amount stated without consideration of District/Charter size, isolation of district, or Teacher Experience Index (TEI).

What is the relationship between SAIS data and Federal funding?
Federal funding is based on student participation on December 1. The allocation is the same for every student, regardless of the number or severity of disabilities or the SPED Service Type and is determined by dividing the federal allocation for the state by the total number of students reported. Federal funding for Special Education is distributed through the IDEA Basic Entitlement Grant.

SAIS Online

SAIS Online is a web-based application available on the ADE Common Logon that provides a direct interface with the SAIS Student Detail Database. It may be used to report data to SAIS for special education students who are tuitioned-out to private schools and for preschool students with disabilities who participate in Head Start programs.

- **Requesting Access –** Done through use of the "Request Logins" feature available to entity administrators (district superintendents, charter operators or their designees) on the ADE Common Logon.

- **User Roles –** SAIS Online is designed to restrict access to certain data through the assignment of specific user roles. Those who must submit data for special education students who are tuitioned-out to private schools or who attend Head Start require access to SAIS Online with user Roles 4 (update Membership information) and 6 (update SPED Service Participation/IEP).

- **Adding/Removing Private Schools and Head Starts** – In order to report students who attend a particular private school or Head Start, the school or Head Start must be included in the list of schools accessible to your district/charter in SAIS Online. To add a school, fill out and submit the School Finance form used for this purpose available at http://www.ade.az.gov/schoolfinance/ Forms/SAISOnlineRequest.pdf

- **SAIS Online User's Guide** – A comprehensive guide for SAIS Online users is available on the STaR Team web site at http:www.ade.az.gov/schoolfinance/star The SAIS Online User's Guide includes detailed step-by-step instructions that address every data element that is required for special education students who are tuitioned-out to private schools or who attend Head Start.

  Keep in mind, that in addition to all special education program requirements, SAIS Online may also be used to submit data pertaining to a student's membership in a private school or Head Start (i.e., first day of membership, entry code, withdrawal date or year-end status as applicable, and absences or attendance depending on grade level). Details regarding submitting data related to a student's membership in a school are also provided in the SAIS Online User's Guide.

How can I get help if I have more questions or need further assistance with SAIS issues?

Use the form to Request Training and Assistance available on the STaR Team web site at http:www.ade.az.gov/schoolfinance/star

System Training and Response (STaR) Team

SAIS Codes applicable to SPED – Fiscal Year 2007

SPED Need Codes

Code	Description	Code	Description
A	Autism	OI	Orthopedic Impairment
ED	Emotional Disability	SLD	Specific Learning Disability
EDP	Emotional Disability (Separate Facility, Private School)	SLI	Speech/Language Impairment
HI	Hearing Impairment	SMR	Severe Mental Retardation
MD	Multiple Disabilities	TBI	Traumatic Brain Injury
MDSSI	Multiple Disabilities Severe Sensory Impairment	VI	Visual Impairment
MIMR	Mild Mental Retardation	PSD*	Preschool Severe Delay
MOMR	Moderate Mental Retardation	PMD*	Preschool Moderate Delay
OHI	Other Health Impairment	PSL*	Preschool Speech Language Delay

* Charter schools not eligible

SPED School Age Service Codes

Code	Description	Eligible for state aid	Eligible for federal funding
A	Outside regular class less than 21% of the day	Yes	Yes
B	Outside regular class for at least 21% of the day but not more than 60% of the day	Yes	Yes
C	Outside regular class for more than 60% of the day	Yes	Yes
D	Public separate day school for greater than 50% of the day	Yes	Yes
E	Private separate day school at public expense for greater than 50% of the day	Yes	Yes
F	Public institutional facility for greater than 50% of the day	No	Yes
G	Private residential facility at public expense for greater than 50% of the school day - not on educational voucher	Yes	Yes
H	Homebound/home based/hospital program	Yes	Yes

SPED School Age Service Codes (continued)

Code	Description	Eligible for state aid	Eligible for federal funding
I	Services provided in regular classroom	Yes	Yes
J	Private school placement, enrolled by parent(s)	No	Yes
S	Regular class with supplemental aids/services	Yes	Yes
V	Private residential facility at public expense for greater than 50% of the school day – on educational voucher	No	Yes

SPED Preschool Service Codes

Code	Description	Eligible for state aid	Eligible for federal funding
A	Early childhood setting	Yes	Yes
B	Part-time early childhood/Part-time special education	Yes	Yes
C	Early childhood special education setting	Yes	Yes
D	Public separate day school for greater than 50% of the day	Yes	Yes
E	Private separate day school at public expense for greater than 50% of the day	Yes	Yes
F	Public institutional facility for greater than 50% of the day	No	Yes
G	Private residential facility at public expense for greater than 50% of the school day – not on permanent voucher	Yes	Yes
H	Home at least 360 minutes per week	Yes	Yes
J	Private school placement, enrolled by parent(s)	No	Yes
R	Reverse mainstream setting	Yes	Yes
S	Services at any other location for less than 360 minutes per week	Yes	Yes
V	Private residential facility at public expense for greater than 50% of the school day – on permanent voucher	No	Yes

SPED Service Exit Reason Codes

Code	Short Description	Definition
1	Transferred to Regular Education	Student was served in special education at the start of the reporting year, but at some point during the reporting year, returned to regular education as a result of having met the objectives of his/her IEP. This student no longer has an IEP and is receiving all of his/her educational services from a regular education program. **NOTE: This student must be re-evaluated and determined no longer eligible for special education.** *Valid for all ages.*
2	Graduated with regular high school diploma	Student exited an educational program through receipt of a high school diploma identical to that for which students without disabilities are eligible. *Valid for students who are age 16-21 on December 1.*
3	Reached maximum age	Student exited special education because of reaching maximum age for receipt of special education services. This includes students with disabilities who reached maximum age and did not receive a diploma. *Student age on SPED Service Exit Date must be 22 years minus one day.*
4	Died	Student died.
5	Moved, known to be continuing	Student moved out of the catchment area and is KNOWN to be continuing in another educational program. There need not be evidence that the student is continuing in special education, only that he/she is continuing in a general education program. This includes transfers and students in residential drug/alcohol rehabilitation centers or correctional facilities. *Valid for all ages.*
7	Dropped out	Student was enrolled at the start of the reporting year, was not enrolled at the end of the reporting period, and did not exit through any other basis described. This includes dropouts, runaways, GED recipients, expulsions, status unknown, students who moved and are not known to be continuing in another education program, and other exiters. *Valid for all ages and grades except preschool.*
8	Transition to kindergarten	A child remains eligible and is still receiving SPED services. A child transitions to kindergarten and continues to receive SPED services under different eligibility requirements. *Valid for exit from preschool only.*
9	Exited due to intended change in SAIS data element(s) only	This code is used when the student ends one SPED service participation and starts another. Student is not transferring to regular education. *Valid for all ages.*
10	Withdrawn by parent request - - - - - - - - - - - - - - Withdrawn by parent and no longer enrolled	This code is used when a parent wants to withdraw a student with a SPED grade of PS, KG, or UE from the student's SPED Service Participation. *Valid for PS, KG and UE only.* *Note: The short description of this code will be changed to - Withdrawn by parent and no longer enrolled*

Note: SPED Service Exit Reason Code 6 is no longer valid in SAIS.

SPED Special Enrollment Codes

Special Enrollment – (CEC-A, CEC-B, Open Enrollment) Applies only to school districts. Classifies certain students who attend a school within a district, but reside outside of the boundaries of that district.

Code	Short Description	Definition
1	CEC -A	Certificate of Educational Convenience A May pertain to students who reside in unorganized territories (no school district) or who are precluded by distance or lack of adequate transportation from attending school in the district or county of residence.
2	CEC-B	Certificate of Educational Convenience B Students who are placed in one of the following facilities: a State rehabilitation or corrective institution, a foster home, child care agency, or institution which is licensed and supervised by the Department of Economic Security or Department of Health Services, a residential facility operated or supported by the Department of Economic Security or the Department of Health Services, or a residence under the supervision of the Juvenile Corrections. The County School Superintendent of any county may not issue a CEC for a student placed in one of the above listed facilities if the student is placed in the same district of the student's parents' or legal guardians' residence or if the student is placed without a court order and the student's parents or legal guardians are not residents of this state.
3	Open Enrollment	School districts may adopt and implement policies to allow students who reside outside of their district boundaries to enroll in any school within the district. Students who enroll under the provisions of such policies are known as open enrollment students.

Preschool Assessment Type Codes

Code	Description
1	Work Sampling
2	Creative Curriculum
3	Child Observation Record (COR)

Note: All code values used in SAIS are defined in "Data Transaction Code Value" available for download at http://www.ade.az.gov/sais/saisdbdocs.asp

Tom Horne
Superintendent of
Public Instruction

August 14, 2006
ECE 1-07

MEMORANDUM

To: Public School District Superintendents
                Early Childhood Block Grant Program Contacts
                AZ Family Literacy Program Contacts
                Early Childhood Special Education Contacts

From: Karen Woodhouse
                Deputy Associate Superintendent, Early Childhood Education

Re: Arizona Early Childhood Assessment System
                Training and Implementation

After a rigorous evaluation process, the Arizona Department of Education (ADE) adopted a menu of three assessment instruments for use in the Arizona Early Childhood Assessment System. The three assessment instruments are indicated for progress monitoring and for measuring outcome indicators in preschool children ages three years to kindergarten entry in early childhood programs administered by ADE.

Best practice in assessment of young children recognizes the need for multiple assessment methods to obtain a true picture of a child's progress. Although there is no perfect assessment for young children, the selected instruments are well designed for all of Arizona's children, including English language learners, children with special needs and children from diverse cultural backgrounds. All the selected assessment instruments align with the domains and content areas in the Arizona Early Learning Standards.

ADE conducted a formal procurement process (Request for Proposal) to obtain best and final large volume pricing and to also relieve LEAs from conducting a formal procurement process at the district level. However, LEAs and grantees are responsible for the payment of training fees and instrument material costs, as well as on-line subscription agreement fees if desired. An LEA may choose to enter into an on-line subscription agreement with a vendor; however, this is not required by ADE, and is not necessary for data submission to ADE.

Local Education Agencies (LEAs) will select one assessment from the menu in order to monitor progress of preschool age children to meet the requirements of the 2004 Individuals with Disabilities Education Improvement Act (IDEA), Part B, Section 619, or to provide accountability data for state Early Childhood Block Grant (A.R.S. 15-1521), or to provide accountability data for the State Family Literacy Program (A.R.S. 15-191.01) and Title 1 Even Start Program. **It is**

recommended that all programs within a district collaborate in choosing an assessment instrument in order to keep purchasing costs, training costs, and on-line subscription costs to a minimum. If more than one instrument is being used in a district, all costs associated with its use (purchase, training, on-line subscription) may be doubled or tripled.

School year 2006 – 2007 will be considered a transitional year as users become familiar with administration of the new assessment instruments and the reporting of data to ADE. Directors and teachers in early childhood special education programs (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006. This "entry" data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007. All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will be required this year to assess all preschool-aged children in their program at the end of the program year and submit data to ADE by June 30, 2007.

The assessment instrument options are listed below in alphabetical order. The Arizona Department of Education does not endorse any one assessment over another.

1. Child Observation Record (COR); High/Scope Educational Research Foundation, Ypsilanti, MI.   http://www.highscope.org/Assessment/homepage.htm

2. The Creative Curriculum Developmental Continuum Assessment System; Teaching Strategies, Inc., Washington DC. http://www.creativecurriculum.net/

3. Work Sampling System; Pearson Learning Group, Parsippany, NJ. http://www.pearsonearlylearning.com/products/assessment/wss/index.html

ADE has also collected information from the publishers about the assessment instruments, fees and training costs. This information is found at: http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting".

Data from administration of the monitoring and outcome assessments will be entered into the ADE Student Accountability and Information System (SAIS) by LEAs and grantees, beginning in school year 2006-2007. Data obtained from the assessments is useful for teachers in their lesson planning and support of a child's learning, and provides a local program and the Department of Education with valuable information to inform professional development and technical assistance.

A training and implementation timeline is detailed below:

August through September 15, 2006 – Selection of Assessment Instrument. LEAs and grantees are encouraged to begin selecting an assessment instrument and make a decision no later than September 15, 2006. For those districts that choose to enter into an on-line subscription agreement with an assessment publisher, this date provides adequate time for an approval process from a local school board if one is necessary.

August through November 2006 - Training on Assessment Instrument. The publishers will schedule training on the assessments, and training for system administrators during the late summer and fall of 2006. For further information regarding training components, locations and

schedules, check the websites of the publishers listed in this memorandum, as the publishers are responsible for all elements of training.

September through November 2006 – Training on SAIS Data Submission
ADE will be offering training in various locations throughout the state on entering assessment data into SAIS. It is anticipated that this training component will take about three hours, and will occur in a non-lab setting. It is likely that this training will be combined with the assessment training provided by the publisher in some locations. The training module will also be available on the ADE web page later this fall. The training schedule will be posted in late August at: http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting".

September 2006 through June 2007 – Assessment of Children Enrolled in Early Childhood Programs
- **Assessment Administration for "Entry" Data**
  Directors and teachers in early childhood special education programs only (IDEA, Part B, Section 619) will be required to administer the selected assessment to all children entering the preschool program between July 1 and December 31, 2006, but no earlier than six weeks after the first program day. This "entry" data will be reported to ADE by December 31, 2006 for submission to the federal Office of Special Education Programs (OSEP) in February 2007.

- **Assessment Administration for "End-of-Year" Data**
  All early childhood programs, including Early Childhood Special Education, Family Literacy/Even Start and Early Childhood Block Grant, will assess all preschool-aged children in their programs at the end of the program year and submit data to ADE by June 30, 2007.

The ADE Early Childhood Education Office is committed to providing clear information and timely technical assistance to users of the new Early Childhood Assessment System. Continue to check the web page for updates at http://www.ade.az.gov/earlychildhood. Select the topic "Assessment and Data Reporting". If you have questions, please contact your program specialist or our main number at 602.364.1530.

System Training and Response (STaR) Team – SAIS Information Series

Upload/Download Procedures in SAIS (SPED Specific)

Step-by-Step Instructions for Submitting (Uploading) Files to SAIS

1. Enter all information required for SAIS reporting into the student management system (SMS).

2. Validate that the information is complete and accurate.

3. Follow the procedures specified by the SMS vendor or local system developer necessary to create and save a submission file.

4. Navigate to the Common Logon on the ADE web site at https://www.ade.az.gov/commonlogon

5. Enter username and password.

6. Select "Student Detail Data Interchange" from the Application Access Menu.

7. Select the individual school for which you are submitting a file from the dropdown menu. If you are submitting a file at the district/charter holder level, leave the selection as it is initially displayed.

8. Click "Upload Area"

9. Enter the path and file name or "Browse" for the file you wish to submit. *(The extension of the file will be .sdf or .xml)*

10. Click "Go"

Notes:

- *Though you will likely see a message that the file has been successfully submitted, it is still necessary to follow the directions below to check the file status.*

- *File processing time may vary based on system activity.*

11. Click "Status Area"

12. Enter information to limit the number of files returned by sequence number range, date range, or just click "Go" *(recommended)* to return all submitted files for the selected fiscal year.

File level status messages

File level status messages relate to the file as a whole. Submitted file status includes:

- **File Waiting to be Processed**

- **File Being Processed/Pending** – The submitter should not make subsequent submissions while files are processing or pending. It is strongly suggested that the submitter wait for the status message to change to show that processing is complete before downloading results and/or submitting another file. *(Sample messages: File is being processed, File is waiting to be processed, File processed, but contains transactions pending student matching)*

- **Rejected File** – No individual transactions are processed when a file is rejected. The submitter must address the problems that caused the file to reject and resubmit the file. *(Sample messages: File rejected due to validation errors, File rejected due to invalid header)*

- **Accepted File** – A file that is accepted may be error free or contain errors in individual transactions. *(Sample messages: File processed successfully, File processed with errors)* In either case, since the submitted file was processed, the next submitted file must contain the next file sequence number. If a file contains transactions with errors, the submitter should resolve the errors attributed to individual transactions. If errors are appropriately addressed prior to the creation of the next submission file, the SMS should automatically include transactions containing the missing or previously inappropriate transaction elements.

Clarification: A file may be accepted even though it contains individual transactions that may be rejected. Example: XYZ Elementary School submits a file that is accepted. Transactions submitted for one or more individual students may process successfully while other transactions may be rejected. Rejected transactions generate a transaction level error message.

Step-by-Step Instructions for Downloading Results from SAIS

SAIS generates several files and reports which are available for use by submitters through a download process. The instructions below are for downloading the reports that are specific to SPED Services. As of publication of this document, the reports mentioned here are only available at the school level.

SDSPED71 (School Level Report)

Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.

1. Navigate to Common Logon on the ADE web site at https://www.ade.az.gov/commonlogon

2. Enter username and password.

3. Select "Student Detail Data Interchange" from the Application Access Menu.

4. Select the individual school for which you wish to view reports from the dropdown menu.

5. Click "Download Area"

6. Verify or enter the fiscal year for which you wish to view a report.

7. Select SDSPED71.

8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text.

Note: *We normally recommend using Portable Document Format (PDF) to view these reports. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at* http://www.adobe.com

9. Click "Go"

10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing and/or printing.

SDSPED72-1, 72-2 and SDIEP71 (District/Charter Holder Level Reports)

Note: Skip steps 1-3 if you are already on the Student Detail Data Interchange.

1. Navigate to Common Logon on the ADE web site at https://www.ade.az.gov/commonlogon

2. Enter username and password.

3. Select "Student Detail Data Interchange" from the Application Access Menu.

4. Select or leave the selection set to the district or charter holder from the dropdown menu. *(The selection defaults to the district or charter holder when SDDI is accessed from Common Logon at the beginning of each session.)*

5. Click "Download Area"

6. Verify or enter the fiscal year for which you wish to view a report.

7. Select SDSPED72-1, 72-2 or SDIEP71.

8. Select the appropriate format. Choose from XML or Simple Text for SDSPED72-1 and 72-2 or from Portable Document Format, XML or Simple Text for SDIEP71.

Notes: *We normally recommend using Portable Document Format (PDF) to view SDIEP71. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at* http://www.adobe.com

SDSPED72-1 and 72-2 are intended for use with third party software, such as a spreadsheet program, and are therefore only available in XML and Simple Text formats. Depending on computer monitor screen resolution settings, the XML versions can be viewed, but are not intended for printing.

9. Click "Go"

10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.

Student Integrity Status Report
(School Level Report)

Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.

1. Navigate to Common Logon on the ADE web site at https://www.ade.az.gov/commonlogon

2. Enter username and password.

3. Select "Student Detail Data Interchange" from the Application Access Menu.

4. Select the individual school for which you wish to view a Student Integrity Status Report from the dropdown menu.

5. Click "Download Area"

6. Verify or enter the fiscal year for which you wish to view the report.

7. Select Student Integrity Status Report.

8. Select the appropriate format. Choose from XML or Simple Text

Note: *We normally recommend using XML format to view this report. Depending on computer configuration, some users may have to save the file before it will open. Those who use Microsoft Windows XP may be able to set some security settings to enable the file to open directly in a browser window without first saving it.*

9. Apply the filter to show only SPED related integrity messages if desired.

10. Leave "Retrieve Failures Only" set to "Yes" unless you wish to view integrity warnings as well as failures.

11. Click "Go"

12. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.

13. If the report was downloaded in XML format, and if error messages exist, click on red exclamation marks to open each record for viewing or click on "Expand All."

Requesting District ID: **00-02-98**

Requesting District Name: **XYZ Unified School District**

School CTDS: **00-02-98-001**

School Name: **XYZ Elementary School**

**Integrity
Result**

Failed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End
2345671	Mouse	Mickey	M	MD	No	1	5	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-

**Integrity
Result**

Passed

Public SAIS ID	Last Name	First Name	Gender	Need	ELL	Track	Grade	Service Type	Spec. Enroll.	Service Entry	Service Exit	Withdrawal Reason	DOR CTDS	DOR Start	DOR End
8765432	Frog	Kermit	M	VI	No	1	1	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
20202020	Gonzo	Luis	M	MIMR	No	1	4	C	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
7777777	Lindy	Lucky	M	SLD	Yes	1	4	B	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-
1234567	Duck	Donald	M	SLI	No	1	5	A	N/A	08/15/2006	-	N/A	00-02-98-000	08/15/2006	-

*Student has a valid Need, but no associated program/service for this Need.
Note: Some students listed in this report may not be eligible for State funding. Please refer to the SPED instructions.

Note: A field to contain the Federal Primary Need Indicator is expected to be added to this report during FY 2007.